

Universidad del Turabo
Graduate School of Education
Doctoral Program
EDUC 810
Technology Media in Education and Training

Professor: Jorge F. Figueroa, PhD
Classroom: MGM 118
Class blog: <http://educ810turabo.blogspot.com/>

E-mail: ut_jfigueroa@suagm.edu
Phone: 787-638-5857
Wiki: educ810.wikispaces.com

Course Description:

The course introduces skills, knowledge, and hands on experience that are necessary to integrate educational technology in a natural, meaningful, and relevant way into the learning environment. The course provides a foundation for understanding ways technologies might address different learning styles, as well as an understanding of the rapidly changing field of educational technology, and the implication of these changes on the culture of the classroom and the roles of the teacher and the student. Also, the course includes the development of skills necessary to make the student a competent user of computer and communications technologies both as productivity tools and a standard tools for teaching and learning in the classroom.

Credits: 3

Course Duration: 8 weeks

Course Objectives

1. Discuss sources of information on hardware, software, educational applications, and current research on computer and communication technologies in learning environments.
2. Determine when, how, and which technologies are appropriate and relevant to a given learning situation.
3. Demonstrate knowledge of the uses of instructional technologies for a range of applications, including problem-solving techniques, and data collection and analyses.
4. Evaluate the effectiveness of learning activities in a technology-supported environment.
5. Demonstrate knowledge of integration strategies influenced by different learning theories by using these strategies to design technology-based learning activities for diverse student populations and students with different learning styles.
6. Evaluate, select, and use software to design learning activities within the student's area of specialty and grade levels.
7. Use the Internet and the World Wide Web to design learning activities within the student's area of specialty and grade levels.
8. Design, edit, maintain, and use personal web sites and discussion boards with their students and colleagues.
9. Develop electronic portfolio for course activities and for the learning activities within the student's area of

specialty and grade levels.

10. Use a multimedia authoring system.

11. Design and evaluate learning activities that use multimedia and telecommunications.

12. Demonstrate knowledge of current issues and research related to the use of computer and communications technology in learning environments and the impact of this use on classroom culture and roles of the teachers and students.

Tentative Computer Laboratory Content

Web 2.0	Blogs
Wikis	Podcasts
Websites	XML
Virtual Flash Drives	RSS
Windows Movie Maker	Online Portfolios
Search Engines	Platforms
Open Source	Browsers
Social Networking	Microsoft Applications
Online Organizer	Atom
Second Life	3G
Chatt rooms	Instant Messaging
Videos	

Course Evalutation

Classroom Attendance and Participation	10.00%
Online Activities * Wiki * Blog * Podcast * Website * Portfolio	50.00%
Applications *Short Movie with Windows Movie Maker * Power Point presentation	25.00%
Article Reviews	15.00%

Classroom Rules and Regulations

- *Students need to be on time for class session
- *Students need to bring the necessary materials for the class
- *Ringing mobile phones are not allowed during the class
- *Family members, friends, and children must wait outside of the classroom during the class period
- *Students absent for two sessions will be drop out of the course.
- *The professor reserves the right and is his prerogative to change any of the student's evaluation criteria with notification to the students.

Late Submissions Criteria

Late submissions will be accepted up to three days of the due date. Penalizations is as follows: 5% deduction of final work grade for one day after due date, 10% deduction of final work grade for two days after due date, 15% deduction for three days after the due date. No work will be accepted after the third day.

Bibliography

Hannafin, M. J. & Peck, K.L. (1997). Design, development and evaluation of instructional software. Pearson education POD (ISBN 0023499907) (Referencia obtenida en el Web).

Ivers, K. & Barrox A. (1998) Multimedia projects in education: Designing, producing and assessing. Englewood, Colo. Libraries Unlimited.

Newby, T. J. Lehman, J & Stepich, D.A. (1999). Instructional Technology for Teaching and Learning: Designing Instruction Integrating Computers and Using Media. (2nd. Edition) Prentice Hall (ISBN: 0139140522) (Referencia obtenida en el Web)

Piskurich, G. (2000) The ASTD Handbook of training design and delivery New York: McGraw Hill.

Rogers, Patricia L. (2002) Designing Instruction for Technology-enhanced Learning. Hershey, PA Idea Group Publishing.

Web-site

<http://www.prenhall.com/roblyer>.

ISD Page

<http://www.nwlink.com/Services/Training/trng-isd.asp>